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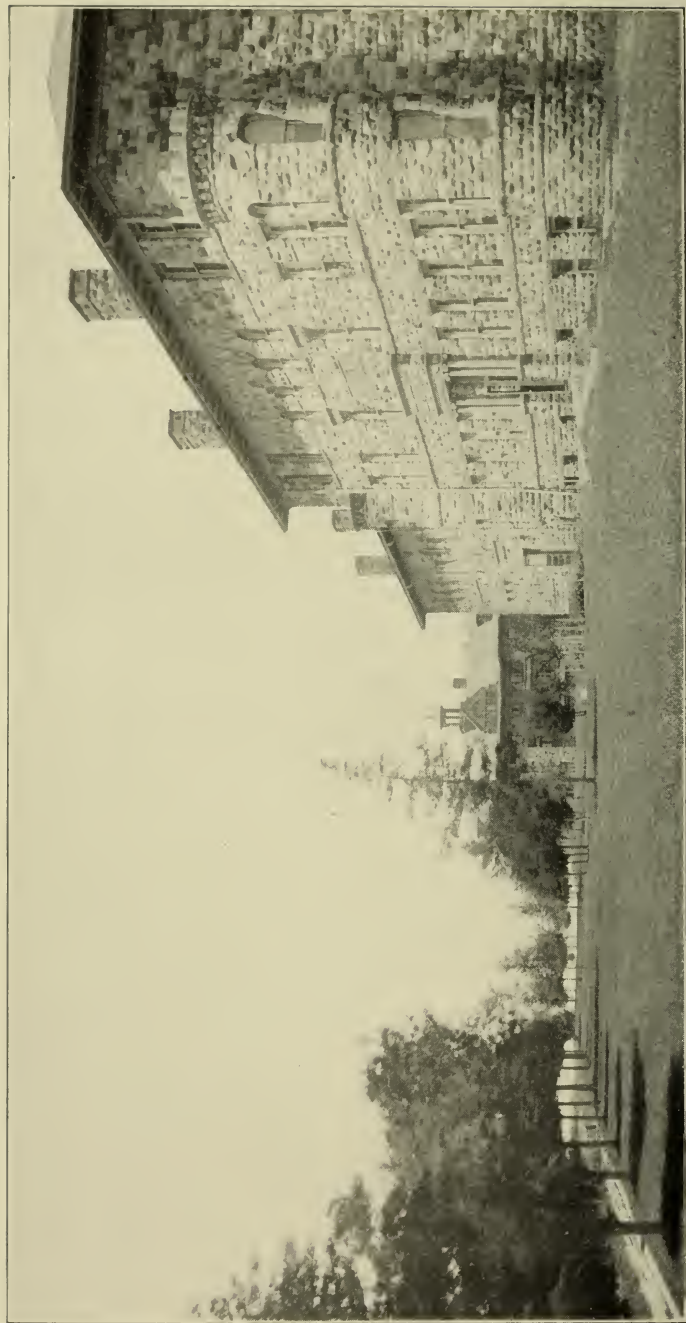
OF THE

THE BOOK
OF THE
UNIVERSITY OF MARY

State Normal School

SPRINGFIELD, SOUTH DAKOTA

JUNE, 1910



CAMPUS SOUTH OF BUILDINGS

**THIRTEENTH ANNUAL
CATALOG**

OF THE

State Normal School

SPRINGFIELD, SOUTH DAKOTA



FOR THE YEAR 1909-1910

1

January 3, Tuesday—Beginning of Winter Term.
January 24, Tuesday—Close of First Semester.
January 25, Wednesday—Beginning of Second Semester.
March 24, Friday—Close of Winter Term.
April 4, Tuesday—Beginning of Spring Term.
May 30, Tuesday—Decoration Day.
June 4, Sunday—Annual Sermon.
June 7, Wednesday—Fourteenth Annual Commencement.
Close of Second Semester and Spring Term.

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1909-10

Faculty, 1909-10

GUSTAV G. WENZLAFF, A. M., President

A. B., Yankton College; A. M., *ibid.*; graduate student Chicago Seminary, University of Chicago, University of Berlin, and University of Leipzig, Germany.

German and Psychology

LILLIE S. COOPER, Principal Training Department

Student State Normal School, Kirksville. Mo.; graduate Palmyra Seminary, Mo.

Primary Critic

BESSIE MACLAY JOHNSTON, B. S.

B. S., Knox College; graduate student University of Chicago and Cornell University.

Pedagogy

HERBERT H. GOODENOUGH, A. B., Secretary

Student Massachusetts Agricultural College; A. B., Oberlin College; graduate student, *ibid.*

History and Sociology

FRANK E. BARR, B. S.

B. S., Ottawa University; B. Ped., State Normal School, Colo.

Physics, Chemistry, and Manual Training

BEATRIX K. MARY, A. M.

A. B., Olivet College; A. M., University of Michigan.

Latin

WALTER LOUIS HAHN, Ph. D.

A. B., University of Indiana; A. M., *ibid.*; Ph. D., *ibid.*

Biology and Physiography

MARSHALL F. HOOPES, A. B.

A. B., Oberlin College

Mathematics

NELLIE COOKE, Ph. B.

Ph. B., DePauw University; graduate student University of Chicago.

English

ALICE M. PRATT

Graduate State Normal School, River Falls, Wisconsin.

Grammar Critic

LULU A. MORRISON

Graduate State Normal School, Ypsilanti, Michigan.

Primary Critic

MARY EDITH STEVENS

Graduate State Normal School, Springfield.

Intermediate Critic

ORAN J. HOUSE

Graduate State Normal School, Springfield.

Manual Training in Model School

GLENN H. ARMSTRONG

Graduate Grand River Institute; student Conservatory of Music,
Oberlin College.

Piano

RUTH E. MEBERG, Mus. B.

Mus. B., College of Music, University of South Dakota.

Violin

WINIFRED McCAREN

Graduate Ferris Institute

Shorthand and Commercial Branches

J. V. BOPP, Head of Soil Utility Division,

S. D. Agricultural Experiment Station.

Special Lecturer on Agriculture

GILBERT G. FITES, Acting Librarian

MRS. A. F. KELSEY, Matron

EARL DRYDEN, Engineer and Janitor



AUDITORIUM



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General Information

HISTORY

The State Normal School at Springfield was established by act of the territorial legislature in the year 1881.

The state legislature in 1895 appropriated for the support and maintenance of the school forty thousand acres of land.

In 1896 the citizens of Springfield erected a building on a tract of land donated by Hon. John A. Burbank, and presented it to the state.

On the 23d day of September, 1897, the Regents of Education adopted a course of study and elected a faculty; the school opened on Monday, October 11, 1897.

In 1901-2 the main part of the building, of which that built in 1896 is the west wing, was erected by the state. The young women's dormitory was built during the school year of 1904-5.

LOCATION

Springfield, one of the oldest towns in the state, is beautifully located on the Missouri River. It has many comfortable homes, and various churches, city schools and a government school for Indians, and is supplied with city waterworks, electric lights, and telephone exchange. On account of its healthful and beautiful location, and the high moral tone of its inhabitants, the town is excellently adapted for the seat of an institution of learning.

THE MAIN BUILDING

The main building is a handsome structure of Sioux Falls jasper, with red stone trimmings. It is 156 feet long by 65 feet wide. The main part is three stories high, with a basement under the entire building. It contains twenty-four rooms, which are used as class rooms, offices, laboratories, gymnasium, manual training shop, and assembly room. The last named is 45x60 feet.

YOUNG WOMEN'S DORMITORY

The young women's dormitory is a beautiful building, and is completely furnished throughout. The walls are of Sioux Falls jasper, and the inside finish is birch. It is a thoroughly modern building and complete in all its appointments. It is heated by steam and lighted by electricity, is scientifically ventilated, fitted with sanitary plumbing, including porcelain baths, closets, lavatories, etc., and supplied with every convenience of a well equipped home. The building will accommodate sixty young women. Each room is furnished with bedstead, springs, mattress, chairs, desk, and dresser. The occupants are expected to provide bedding and towels, and to keep their rooms in order. The rooms are rented to young lady students at from 30 to 60 cents per week, payable in advance. Each room is planned for two occupants.

1 **GROUND**

The Normal School grounds of twenty acres are located on a pleasant elevation in the northern part of the town. A well kept lawn, beautified in the summer with flower-beds and shrubbery, surrounds the buildings. Many shade and fruit trees are thriving on the campus. Basket-ball grounds and tennis courts have been laid out to give the students a better opportunity for healthful, out-door exercise and recreation. An abundant supply of water for all purposes is furnished by cisterns and an artesian well owned by the school.

DINING HALL

A commodious, finely furnished, and well lighted and well ventilated dining hall, on the ground floor of the dormitory, is open to both young men and women of the school.

MODEL SCHOOL

One of the principal features of a normal school is the model school, or training department for teachers, in which the students may observe the work of expert teachers, and also teach under the direction and guidance of these experts, known as normal critics. Following the plan of some normal schools and teachers' colleges, the model school has been established in the city schools of Springfield, which have been put in charge of the principal of the training department. By this arrangement the conditions of the model school are typical, and the problems arising there are the same as those usually found by teachers in schools not attended alone by selected pupils. In the model school are taught the first eight grades according to the common school system, including music and manual arts. Thus the student-teachers are being trained in a practical and efficient manner for the varied duties of the school room.

SPECIAL EQUIPMENTS

The school is equipped with a good working library, a well furnished manual training shop, various laboratories, typewriting machines, and other apparatus necessary to an up-to-date institution. The school owns and operates its electric light plant, which furnishes the light for all its buildings.

EXPENSES

TUITION AND INCIDENTAL FEES—For tuition each student is required to pay \$4 per term. This admits the student to all regular classes for which he is fitted, including chorus and physical culture classes, orchestra and band. For tuition for music lessons, look under Music. A small fee is charged to those working in laboratories and shop. All fees and tuitions are payable in advance at the beginning of each term.

ROOM RENT—Rooms may be rented at 30 cents per week and upwards. Young men whose homes are not in Springfield rent rooms in private houses, while young women from abroad are expected to room in the dormitory. The following are the rents:

Front corner rooms, 60 cents; rear corner rooms, 50 cents; south rooms, 50 cents; east rooms, 40 cents; north rooms, 30 cents; west rooms, 40 cents.

BOARD—Board may be secured of the Students' Co-operative Club of the Dining Hall at actual cost, which averages about \$2.50 a week.

REQUIREMENTS FOR ADMISSION

Graduates from high schools having four-year courses will be admitted without examination to the senior, or fifth year classes of the Normal School.

Graduates and students having had less than four years of high school work will be admitted to the proper classes without examination on the strength of their credits received.

Pupils having finished the eight grades of the common schools, will be admitted to the first-year classes without examination.

Other suitable persons will be admitted to the proper classes on giving evidence of their ability to do the work.

AFFILIATION

The State Normal School is affiliated with the University and colleges of South Dakota. Students of the Normal School, after having completed the first four years of any of the regular courses, will be admitted as Freshmen in the University; after having graduated from one of the five-year courses, as Sophomores; and after having taken an additional year of post-graduate studies, will be ranked as Juniors.

STUDENT ORGANIZATIONS

Various voluntary student organizations are flourishing in the Normal School, such as a Young Women's Christian Association, a Young Men's Christian Association, an athletic association, and two literary societies. These associations stimulate a spirit of helpfulness and fellowship, and a desire for wholesome and refining recreation. The Southern Normal Literary Society and the Dakotian Literary Society are doing good work along lines usually followed by organizations of this character.

STUDENT PUBLICATION

"The Normal Pulse" is the name of the new school paper published each month by a student organization. This periodical not only reflects the student life in the school but also affords the students an opportunity for self-expression.

Courses of Study

The School offers the following courses of study:

1. A normal course of five years.
2. A normal course of one year for high school graduates.
3. A post-graduate course of one year.
4. A college preparatory course of four years.
5. A business course of three years.
6. A business course of three months.
7. A music course of four years.

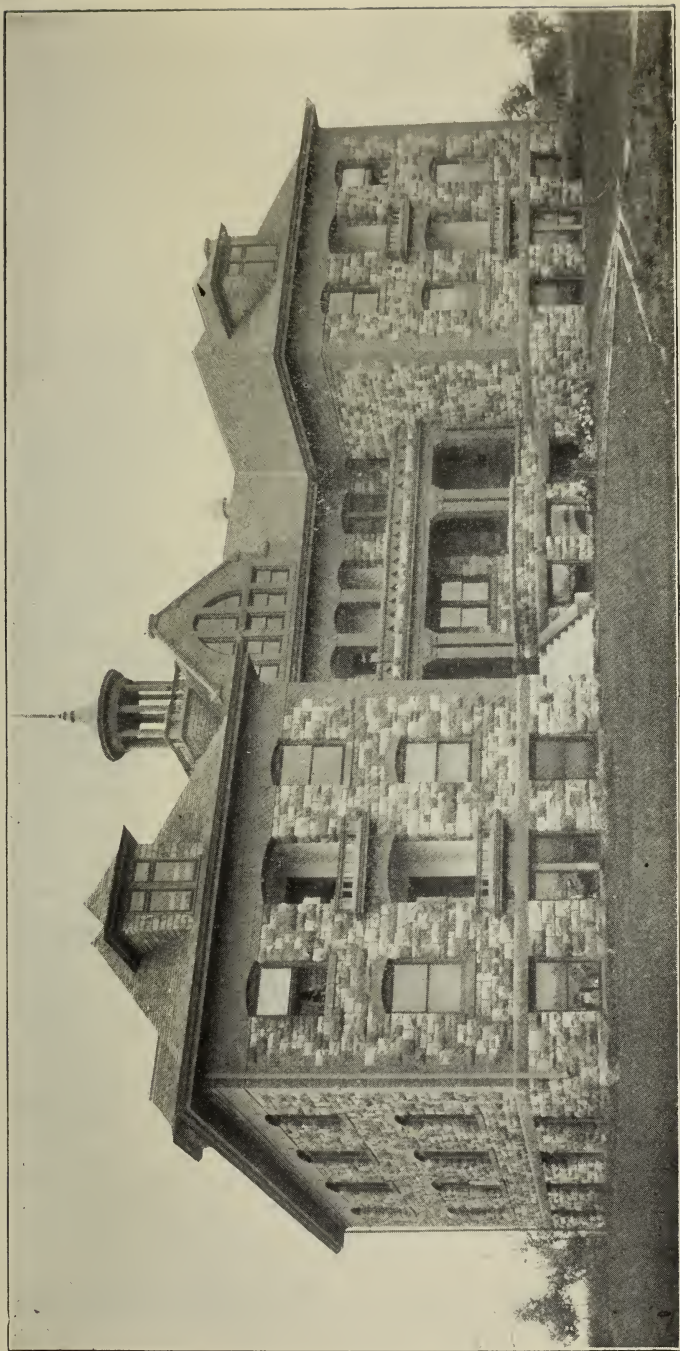
Those who complete the full course of five years or the course for high school graduates, will receive a diploma of graduation, which entitles the holder to a state teacher's certificate; and graduates who take one year of post-graduate work are entitled to a life diploma after forty months of successful experience. The graduate who is thus a candidate for a life diploma receives, upon graduation, a provisional certificate from the State Department authorizing him to teach the length of time necessary to acquire the requisite "forty months of successful experience."

The first four years of any of the five-year courses may, by a proper selection of electives, be made a complete college preparatory course.

In the course for high school graduates the professional work in Methods of Teaching, School Management, Science and History of Education, and Practice Teaching is required, in addition to which the student selects from subjects for which he has not received credit in the high school enough to make a full year's work. Psychology is required unless the student has taken it in the high school. The arrangement of this course presupposes thorough preparation in all the common branches and deficiencies must be made up, especially in arithmetic, grammar, spelling, and reading. The electives allowed in this course are Latin, German, mathematics, geology, astronomy, psychology, and manual training.

For those who fail to pass the required entrance examination or to produce a satisfactory record from other schools, a special course is offered, devoted wholly to work in the common branches. This course is made necessary by the lack of uniformity in the work of the public schools, and by the tendency of individual pupils to pursue favorite branches of study to the neglect of others. The studies taken are grammar, composition, arithmetic, reading, geography, spelling, and U. S. history.

Certain work is required of all students. To make the four studies that each student is expected to pursue, work is chosen from the elec-



YOUNG WOMEN'S DORMITORY

tive list. A student may take more than four studies at any one time only after giving evidence of his ability to do the work extra well.

Courses that consist entirely or largely of laboratory work, require double periods each day in order that the student taking them may receive credit therefor. Manual training comes under this requirement.

The English Normal course does not require any foreign language work. The Latin course includes at least two years of Latin; and the German course at least two years of German.

The following schedule shows the studies offered in the various courses:

ENGLISH, LATIN, AND GERMAN NORMAL COURSES

FIRST YEAR

Required Studies

First Semester	Second Semester
Algebra I	Algebra II
English I	English II
Ancient History I	Ancient History II

Elective Studies

Latin I	Latin II
Botany I	Botany II
Drawing I	Drawing II

SECOND YEAR

Required Studies

Plane Geometry I	Plane Geometry II
English III	English IV
Physiography I	Physiography II

Elective Studies

Mediaeval History	Modern History
German I	German II
Latin III	Latin IV

THIRD YEAR

Required Studies

English V	English VI
Physiology I	Physiology II
Civics	

Elective Studies

Algebra III	Solid Geometry
English History	Adv. Am. History
Zoology I	Zoology II
Nature Study	Agriculture
German III	German IV
Latin V	Latin VI

FOURTH YEAR**Required Studies**

English VII
Physics I

English VIII
Physics II

Elective Studies

Astronomy
Manual Training I
Mediaeval History
German V
Latin VII
Chemistry I
Elements of Vocal Music
(2 hours a week)

Economics
Manual Training II
Modern History
German VI
Latin VIII
Chemistry II
Elements of Vocal Music
(2 hours a week)

FIFTH YEAR**Required Studies**

Psychology
Pedagogy I
Teachers' Reviews I
(Arithmetic, Geography)
Practice Teaching
Elements of Vocal Music
(2 hours a week.)
S. Dak. History (6 weeks)

History of Education
Pedagogy II
Teachers' Reviews II
(Grammar, U. S. History)
Practice Teaching
Elements of Vocal Music
(2 hours a week)

Elective Studies

Manual Training III

Manual Training IV

COURSE FOR HIGH SCHOOL GRADUATES**First Semester**

Psychology
Pedagogy I
Teachers' Reviews I
Practice Teaching
Elements of Vocal Music
(2 hours a week)
S. Dak. History (6 weeks)

Second Semester

History of Education
Pedagogy II
Teachers' Reviews II
Practice Teaching
Elements of Vocal Music
(2 hours a week)

POST-GRADUATE COURSE

Each semester four of the following:

First Semester

English
Ethics
Sociology
Economics
Mathematics
Biology
Geology

Second Semester

English
Psychology
Sociology
Economics
Mathematics
Biology
Mineralogy

BUSINESS COURSE

FIRST YEAR**First Semester**

Reading and Spelling
 Arithmetic
 Grammar
 Commercial Geography
 U. S. History

Second Semester

Reading and Spelling
 Arithmetic
 Grammar
 Commercial Geography
 U. S. and S. Dak. History

SECOND YEAR

English
 Physiology
 Ancient History
 Penmanship

English
 Bookkeeping
 Ancient History
 Commercial Correspondence

THIRD YEAR

English
 Shorthand and Typewriting
 Commercial Law
 Penmanship
 Commercial Arithmetic

English
 Shorthand and Typewriting
 Civics
 Penmanship

SHORTER BUSINESS COURSE**(During Winter Term)**

Arithmetic
 Grammar
 Spelling
 Penmanship

Shorthand
 Typewriting
 Bookkeeping

Outline of Subjects

PROFESSIONAL WORK

The professional work of a normal school is that work which, in addition to a liberal education, is deemed necessary to fit the student for teaching. It is closely associated with the model school, and includes the study of pedagogy (methods of teaching and school management), the history and science of education, observation, and the practical work of teaching, in which the student-teacher carries out in actual practice the theory learned in connection with the study of methods and other subjects.

PEDAGOGY

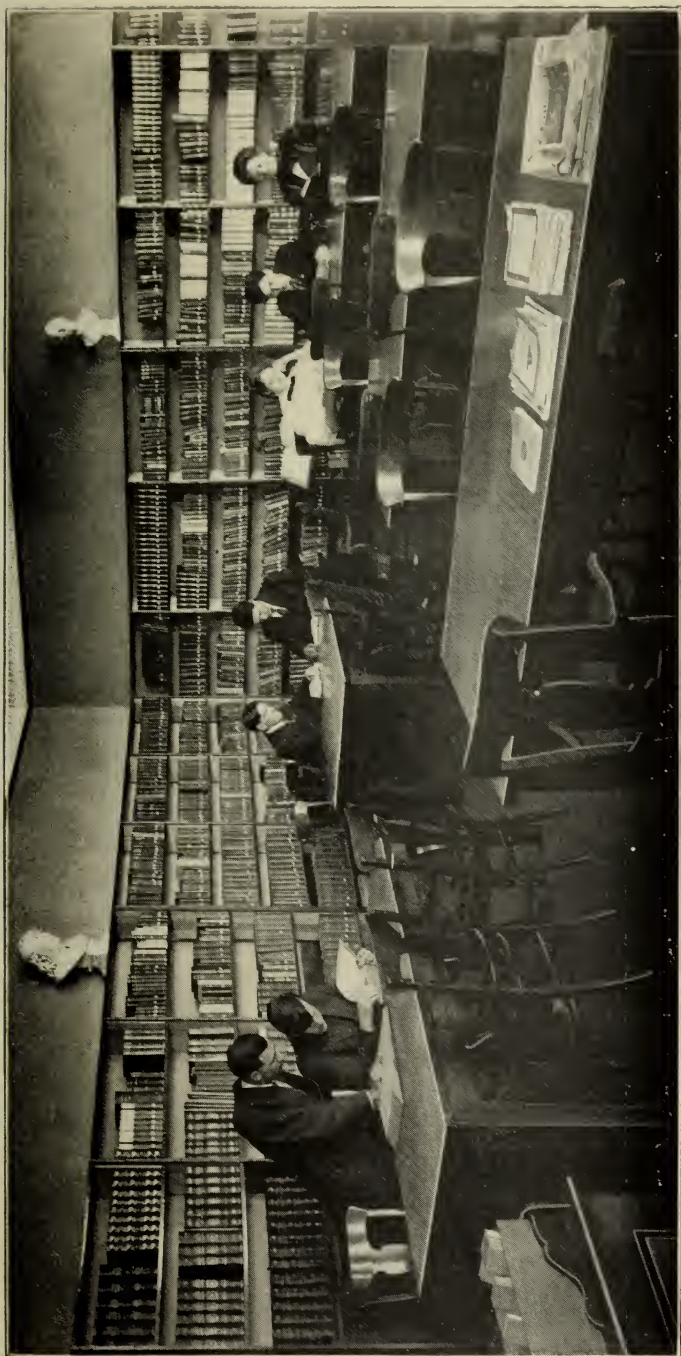
GENERAL METHOD—A study of the nature of the child's mind, the nature of the subjects taught, the aim in education and the methods by which it is attained, here receive serious attention. The specific purpose in teaching each of the subjects, the classification of the subject-matter and its division into grades corresponding to the mental advancement of the pupil, are freely discussed. Examinations, tests, drills, the assignment of lessons, forms of expression, attitude of teacher before the class, and various other topics receive consideration.

SPECIAL METHODS—The aim in all method is to give the student a knowledge of the psychological process involved in the learning of the subject-matter and the manner of developing that process. Method requires three lines of work:

1. A critical examination of the subject-matter.
2. A consideration of the method of presenting the subject-matter.
3. The devices employed in presentation.

Attention is given to the methods employed in teaching number, arithmetic, reading, nature-study, language and story, grammar, spelling, geography, history, music, drawing, and penmanship.

SCHOOL MANAGEMENT—The government of a school depends upon the teacher's scholarship, his energy, his will power, and above all upon his own character. Emphasis is placed upon the fact that the teacher's personality is the most important agency in school government, and that the teacher who can safely be followed as a model by his pupils is the teacher who governs best and with the least effort. School appliances, furniture, heating and ventilation, and material devices, such as charts, maps, and apparatus, are considered in relation to their effect in making the schoolroom pleasant, and in this way aid-



LIBRARY

ing in the orderly prosecution of the work of the school. The importance of regularity in attendance and in periods for study, of obedience to the just requirements of the teacher, are considered in their relation to discipline, and to the psychological principles underlying all moral teaching. A study is made of incentives, punishments, school laws, legal qualifications of the teacher, source of revenue, and the relation of the public schools to the state educational institutions, and the duties of pupils and teachers to the state and nation.

HISTORY OF EDUCATION

The purpose of this course is to arrive at correct notions of what ought to be done in the light of what has been done. The diversity of educational ideals in different countries and in different ages is studied to understand present conditions and the best methods for future advancement. The further aim is to create a deep interest in the lives and works of great educators as a source of inspiration and guidance.

PRACTICE TEACHING

Seniors devote forty minutes each day for one year to the practical application of the theory of education in the actual work in the model school, under the supervision of trained critic teachers. This is the culmination of the professional training which the student has received. It makes real that which was theoretical before and fits the student at his graduation to go into the schoolroom with a knowledge of the difficulties which will confront him, and a consciousness of his ability to meet and overcome them.

The course of study in the department consists of the branches taught in the best city schools and conforms to our state course of study, and includes weaving, clay modeling, paper folding and cutting, basketry, brush-work, drawing, music, nature-study, and manual training. All of these branches are under the direction of the critic teachers.

The lesson plan in each branch is submitted to the critic in charge (before the lesson is given) and after it has been criticised and corrected, the lesson is given. A weekly meeting of the practice teachers is held. At this meeting the chief points in the work of the week are reviewed in relation to the teaching.

OBSERVATION IN MODEL SCHOOL

This line of work occupies twenty minutes a day for one semester. It consists of systematic observation of instruction in model school and criticism on the same.

PSYCHOLOGY

The object of this course is general culture and the professional training of the teacher. First attention is given to the nature of

psychology and its subject matter in general; then the student proceeds to a more detailed study of mental facts and processes, and justifies his inferences and conclusions by his own conscious experience. So far as possible technical difficulties are avoided but necessary psychological terms are introduced and explained. Mind in relation to the body is studied, and some theories are tested by experiments. The student is encouraged to do independent thinking, to make citations of mental phenomena, and report psychological observations. Abstract principles are associated with familiar illustrations to aid the memory and stimulate thinking. The psychology of childhood and adolescence is presented in some practical phases for the benefit of young teachers. The study of dynamic psychology, or the mind in action, tells the student something of the facts and laws which determine what a human being will think and feel and do, how he may be interested, his method of learning and of acquiring habits—in short, it tells him something of how to understand and influence the learner's mind.

ETHICS

This subject is presented as the science of conduct and the art of life. The aim is to study man's obligations and man as a morally responsible being, together with an outline of the most important principles of ethical doctrine, so far as these can be understood without a deeper knowledge of philosophy.

ENGLISH

The aim of this work is to enable the student to choose and appreciate good literature; to express his own thoughts and feelings in either oral or written language with clearness, force, energy, and beauty. The best literature of any age contains its highest ideals and best thought, and should be studied not only to discover the best principles and processes of thought and speech, but also to acquire a deeper and fuller understanding of life itself.

ENGLISH I AND II—In this year composition and rhetoric are studied by means of text-books, masterpieces, and constructive work. The forms of discourse are discussed in the concrete and abstract, but the main stress is placed upon narration and description. Oral composition is given special attention throughout the year for the purpose of producing correctness of expression and freedom and ease in address. Written composition is carefully prepared by the pupil and carefully examined by the teacher. Both intensive and extensive reading of masterpieces selected by the teacher is done. Grammar is incidentally reviewed according to the needs of the class.

ENGLISH III AND IV—English III and IV must be preceded by study equivalent to English I and II as the work of English III and IV is a continuation of English I and II. The forms of discourse are

reviewed and continued with the emphasis upon exposition and argumentation. The technical parts of grammar and rhetoric are given more attention. At the end of this year the student is expected to be somewhat independent in his critical analysis of masterpieces and to be able to speak and write with a fair degree of correctness.

ENGLISH V—American Literature. This course gives a survey of American literary history. The required readings include poetry, fiction, and essays. Consideration is given to the following topics:

a. Colonial period: Jonathan Edwards, as a type of metaphysician.

b. Revolutionary period: Benjamin Franklin, a representative American. Literature of the period illustrated by the Autobiography.

c. The New York group: Washington Irving's Dutch and Spanish local color; Cooper's Indian, sea, and war fiction; Bryant's nature poems.

d. New England group: Hawthorne's Puritan romances; Emerson's Essays; Longfellow, the poet of culture; Whittier, the moral teacher, and poet of New England home life; Thoreau's Walden; Lowell, the literary critic; Parkman, the romantic historian.

e. Sectional writers: Bret Harte, Joachin Miller, of the West; Poe, Sidney Lanier, Joel Chandler Harris, of the South; Sarah Orne Jewett, Mary Wilkins, of New England; Eggleston and Riley, of Indiana.

ENGLISH VI—Rhetoric.—In this course attention is given to all the four forms of discourse, especially exposition, and some argument. Especial emphasis is placed upon sentence structure, including variety of sentence forms; unity, coherence, and emphasis of the sentence. Figures of speech, style, scansion of poetry and verse writing are also given attention. The student is taught the value of thought material and the necessity of having ideas in all his writing. He is made to feel that to write well he must have something to say, and that improvement in expression largely means fuller and clearer thinking.

ENGLISH VII—English Literature. A general view of the development of English literature is given in this course. The rise of literary forms, the periods of literary history, and the various formative influences are traced. In addition, the writing of weekly themes, based upon the study of literature, and constructive work in the four forms of discourse is required.

Each student is expected to read ten standard books required for college entrance. Special class study is made of Chaucer, Spenser, Milton, and others.

These points are developed:

a. What is literature; the formative elements of the English language and literature; Celtic, Teutonic, Norman-French contributions.

b. Chaucer, the man and the writer. The Italian Renaissance brought to England in advance. A study of fourteenth century life and the portraits revealed in the Canterbury Tales.

c. A history of the drama. The miracle and mystery plays: "Every Man" as an example of a morality play. Shakespeare, the leading representative of the Elizabethan drama. The decline of the drama during the Restoration. Dryden, the founder of the Critical school.

d. Eighteenth Century Literature. The classical school represented by Addison, Steele, Swift, Pope, and Dr. Johnson. Goldsmith revealing the tendencies of two schools. The rise of Romanticism, in Cowper, Crabbe, Burns, and Goldsmith. The literature of Melancholy, illustrated by Gray's "Elegy in a Country Churchyard."

e. The Revolutionary group of romantic poets: Wordsworth, Coleridge, Southey, Byron, Shelley, Keats, and Moore.

f. The rise of the novel from that of Defoe, Richardson, Fielding, Smollett, and Goldsmith in the eighteenth century, to its culmination in Scott, Thackeray, George Eliot, and Dickens in the nineteenth century.

g. The essayists of the Victorian age: Carlyle, Matthew Arnold, Ruskin, Lamb and Macaulay.

h. Tennyson's Idylls of the King compared with early English versions of the stories. The persistence of Anglo-Saxon characteristics in English literature.

ENGLISH VIII—Completion of course VII, with the addition of the reading and intensive study of the college entrance requirements.

Required Readings—In connection with the reading classes and the classes in English and American Literature, each student is required to read a certain specific list of books, to be chosen from the group below. The student is required to take an examination, either oral or written on each book. Students are urged to do a part of their reading at home, during vacations, and report on the books upon their return to school. Non-resident work in this line can be done more successfully than in any other, and persons not members of the school who read and report on any of the required books will receive credit for the work done to apply on their course of study, should they enter the school as students.

College entrance requirements for 1910 and 1911:

For Study and Practice

Shakespeare: Macbeth.

Milton: Lycidas, Comus, L'Allegro, and Il Penseroso.

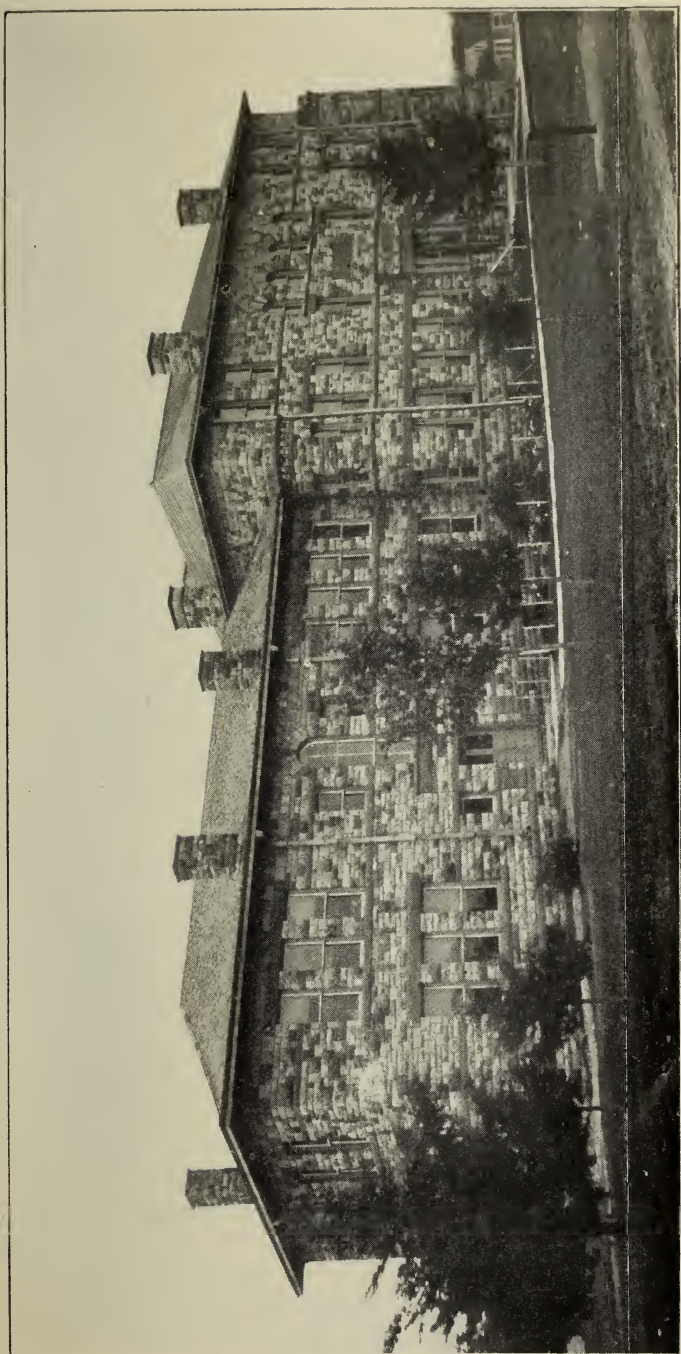
Burke: Speech on Conciliation with America or Washington's Farewell Address, and Webster's First Bunker Hill Oration.

Macaulay: Life of Johnson, or Carlyle's Essay on Burns.

For Reading

Group 1—(Two books to be selected)

Shakespeare: As You Like It.



MAIN BUILDING

Henry V.
Julius Caesar.
The Merchant of Venice.
Twelfth Night.

Group 2—(One book to be selected)

Bacon: Essays.
Bunyan: The Pilgrim's Progress.
The Sir Roger de Coverley Papers in the Spectator.
Franklin: Autobiography.

Group 3—(One book to be selected)

Chaucer: Prologue.
Selections from Spenser's Faerie Queene.
Pope: The Rape of the Lock.
Goldsmith: The Deserted Village.
Palgrave: Golden Treasury (First Series), Books II and III with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

Group 4—(Two books to be selected)

Goldsmith: The Vicar of Wakefield.
Scott: Ivanhoe.
 Quentin Durward.
Hawthorne: The House of Seven Gables.
Thackeray: Henry Esmond.
Mrs. Gaskell: Cranford.
Dickens: A Tale of Two Cities.
George Eliot: Silas Marner.
Blackmore: Lorna Doone.

Group 5—(Two books to be selected)

Irving: Sketch Book.
Lamb: Essays of Elia.
De Quincey: Joan of Arc and the English Mail Coach.
Carlyle: Heroes and Hero-Worship.
Emerson: Essays (Selected.)
Ruskin: Sesame and Lilies.

Group 6—(Two books to be selected)

Coleridge: The Ancient Mariner.
Scott: The Lady of the Lake.
Byron: Mazeppa and The Prisoner of Chillon.
Palgrave: Golden Treasury (First Series), Book IV, with special attention to Wordsworth, Keats, and Shelley.
Macaulay: Lays of Ancient Rome.
Poe: Poems.

Lowell: The Vision of Sir Launfal.

Arnold: Sohrab and Rustum.

Longfellow: The Courtship of Miles Standish.

Tennyson: Gareth and Lynette, Lancelot and Elaine, and The Passing of Arthur.

Browning: Selections.

LATIN

The Latin course includes four years of study and offers a preparation for the continuation of the subject in college.

LATIN I AND II—The first year is devoted to the paradigms, vocabularies, and the simpler rules of syntax of the language. A beginning is made in easy translation and the pupil is encouraged to study derivatives.

LATIN III AND IV—The second year is an intensive study of the first four books of Caesar's Commentaries on the Gallic War or their equivalent. Caesar's tactics as a general, his style as a writer, and the Gallic and Roman characteristics as revealed in the Latin are all considered in the class. Syntax and vocabulary are studied by means of the text and prose composition. Sight translation in the text is used when possible, and idiomatic English is required in all translations.

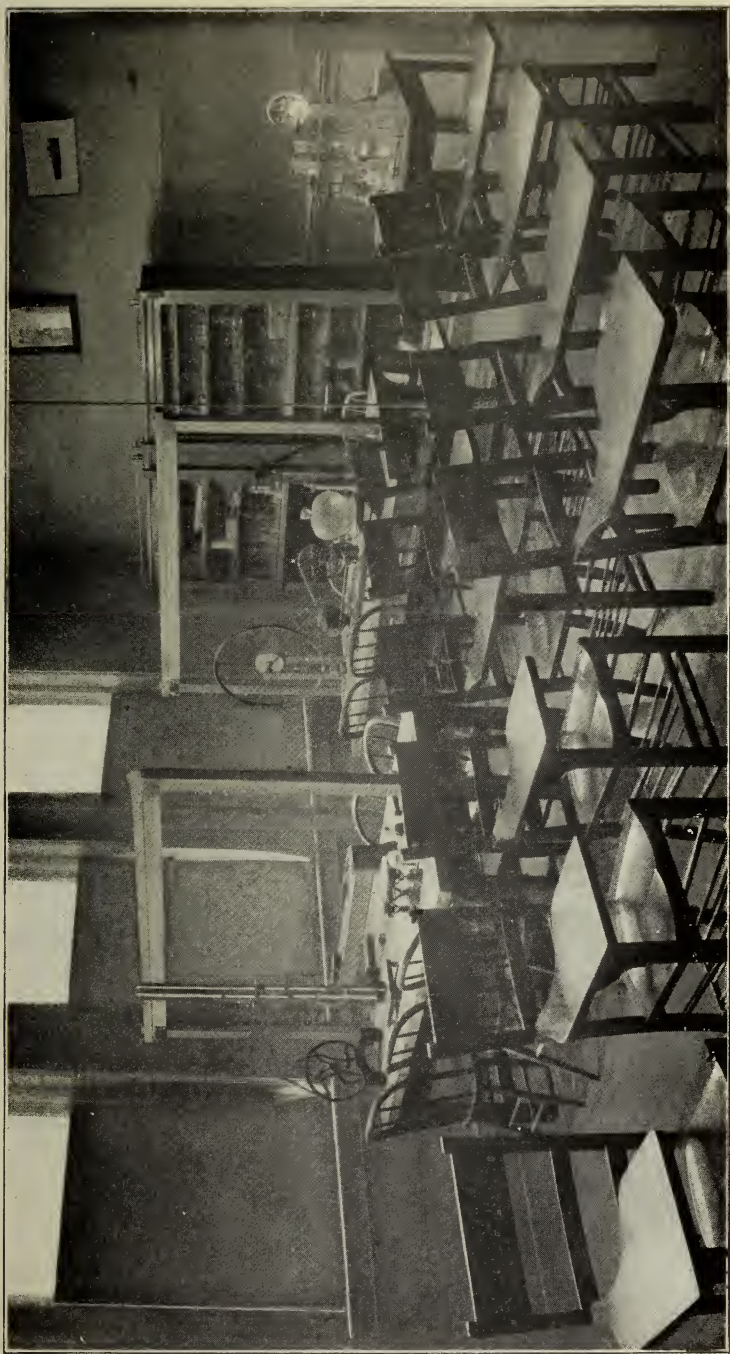
LATIN V AND VI—The third year consists of the translation of six or more selected orations of Cicero into appropriate English. The oration as a literary type, Cicero as man, orator, and philosopher, the Catilinarian conspiracy, private and public life in the days of Cicero, and sight translation offer abundant material for correlative study. Syntax and vocabularies are learned from the text and by means of prose composition.

LATIN VII AND VIII—The fourth year is given to the consideration of Roman poetry as exemplified in the first six books of Virgil's Aeneid and about 1500 lines of selections from Ovid. Scansion, metrical reading, and the syntax of poetry, together with the mythology suggested by the poems are given due attention.

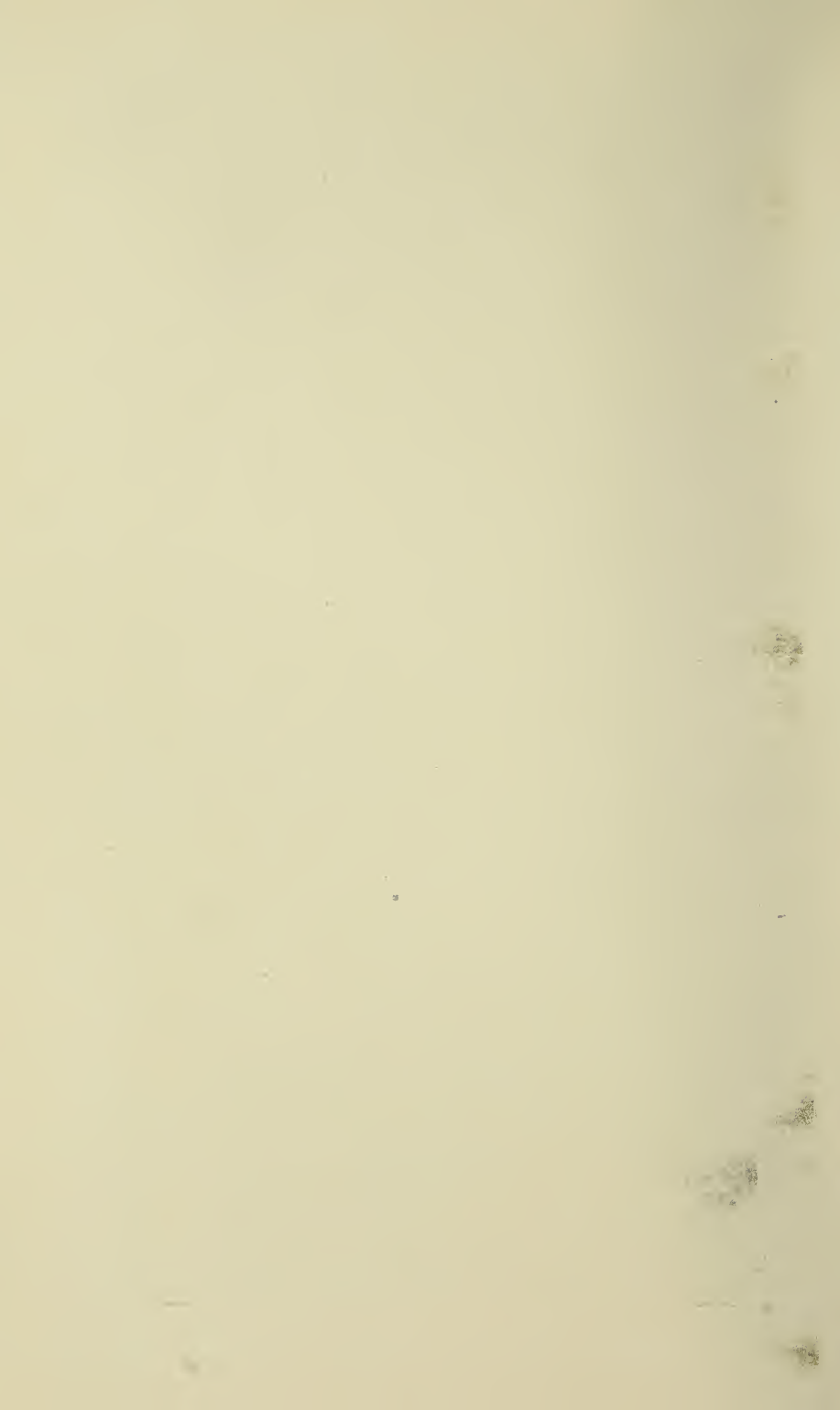
GERMAN

Courses in German are offered covering three years of work. The chief aim of the study is to acquire as much knowledge of the German language, both spoken and written, as the opportunity will permit. A secondary aim is to make the student acquainted with German life, thought, and literature, and incidentally to give him a better knowledge of the English. "He who knows no foreign language, does not know his own," is eminently true in this connection.

From the beginning special attention is given to the acquisition of a correct pronunciation and the essentials of grammar of the lan-



PHYSICAL LABORATORY



guage, as well as the learning of a large vocabulary of German words. Necessarily translation-work is a prominent feature of the courses. Just as translating of English must be into good idiomatic German, so it will be insisted that the German be rendered into good English.

GERMAN I—The first semester is devoted to German phonetics, translation of easy German prose and poetry, and the formation of simple German sentences. The text used is Bacon's German Grammar.

GERMAN II—The work begun in the first semester is continued in the second. In connection with the advance work, the essentials of grammar are frequently reviewed.

GERMAN III—This semester's work consists of the reading of little stories such as Gerstaecker's Germelshausen, Storm's Immensee, and Hauff's Das Kalte Herz. Syntax and German prose composition based upon the texts read are a part of the semester's work.

GERMAN IV—The classics studied during the second half of the year are Lessing's Minna von Barnhelm and Eichendorff's Taugenichts. Brief lectures on the History of German Literature are given at frequent intervals.

GERMAN V AND VI—This year's work is devoted to a careful study of various classics, such as Freytag's Die Journalisten, Goethe's Sesenheim, Schiller's Wilhelm Tell, Scheffel's Der Trompeter von Saekingen, and Goethe's Hermann and Dorothea. Lectures on the History of German Literature are given from time to time during the year.

MATHEMATICS

The following courses are offered:

Algebra I and II	2 semesters
Plane Geometry I and II	2 semesters
Algebra III	1 semester
Solid Geometry	1 semester
Arithmetic, Teachers' Review	½ semester
Business Arithmetic	
Bookkeeping.	

ALGEBRA I AND II—A careful study is made of the fundamental operations, special products and quotients, powers and roots, factoring, fractions, and of equations through quadratic equations in one unknown quantity. The student is led to discover truths for himself. The geometric view-point is given wherever feasible. The equation is made the nucleus of the work. The pupil is required to see that every step in the solution of an equation depends upon a fundamental principle, to check all solutions, and to be able to solve for any letter in an equation. The graph is used to illustrate indeterminate equations, different kinds of systems of equations, and as a means of finding and interpret-

ing solutions. The language of algebra and the relation of the equation to the grammatical sentence receive careful attention. This prepares the student to express laws of science by equations, and to interpret laws which are stated in equations. Many of the problems given relate to the pupil's former work in arithmetic, and introduce simple ideas of geometry and physics.

ALGEBRA III—This is offered in the third year, and is a continuation of Algebra I and II. Theory of exponents, radicals, quadratic equations, and such higher equations as can be solved by factoring and special devices, receive careful attention. Clear concepts of imaginaries and complex numbers are obtained. Systems of equations involving quadratic, linear, and higher equations are thoroughly treated. The course also includes a study of logarithms, ratio and proportion, and the progressions.

PLANE GEOMETRY I AND II—The subject matter covered is that offered by any of the standard texts. The greatest value of the subject—the training which it gives in logic, and its discipline in habits of neatness and accuracy of expression—is ever kept in the mind of the teacher. The plan of theorems and the relation of theorems to each other are emphasized. The student is required to work a large number of original exercises, and is taught methods of systematically attacking and solving them. Frequent written exercises add to the training in logic, the training of the eye and hand. Emphasis is placed upon geometrical exercises requiring algebraical solution. These problems give a chance for correlating the subject with algebra and arithmetic, thus giving a unity to the mathematical work of the pupil, and keeping the subject of algebra fresh in his mind for his subsequent work in physics. Such notions of modern geometry are introduced as will add interest and strength to the work. Interest is sustained by frequent reference to the history of the subject, and by noting its applications in science and applied mechanics. Algebra I and II are pre-requisites.

SOLID GEOMETRY—This is given in the third year. Geometry I and II are pre-requisites. The course covers the subject as given in any standard text. The same points are emphasized as have been noted under Plane Geometry I and II.

ARITHMETIC, TEACHERS' REVIEW—This course is offered in the senior year and is both academic and professional. The aim is to secure a comprehensive view of the subject such as the teacher needs. In 1909-10 the course included a thorough review of percentage and mensuration with methods of teaching same.

BUSINESS ARITHMETIC—(See Business Courses.)

BOOKKEEPING—(See Business Courses.)

HISTORY

History is the record of those events which mark the development of the human race. As an analytical and cultural study it deserves an important place in every school curriculum. For the intelligent understanding of current events, public addresses, present social institutions, and the most of our standard works of literature, a general knowledge of the important facts and personalities of history is essential.

HISTORY I AND II—Ancient History is required of all candidates for the Normal School diploma, and is scheduled for study during the first year of the course. It is pre-supposed that the student has a fair knowledge of elementary United States history as a basis for comparison. In the first part of the course a rapid survey is made of the most ancient civilizations, special emphasis being placed upon the causes for their early existence, and the contributions made by them to later peoples. The main study is given to the histories of ancient Greece and Rome. The pupils are led to see the inter-relation of events, and to come to an intelligent interpretation of historical data for themselves.

HISTORY III AND IV—The course in Mediaeval and Modern History is an elective intended primarily for second year pupils, but is open to all who have completed the course in Ancient History. After a brief summary of the deteriorating influences that led to the decay of Roman power, the students take up the study of mediaeval times, and continue it through the modern period to the present day. Special emphasis is given the great world-wide movements, and those institutions that have had a particular bearing upon the course of events.

HISTORY V—The course in English History is an elective course principally for third year pupils. It is a study which will prove especially valuable as a fore-runner to the course in Advanced American History. English history shows, perhaps better than does that of any other country, the gradual, consistent development of the constitutional form of government characteristic of most nations of the present day.

HISTORY VI—The Advanced American History course is arranged to follow the course in English History, and will prove of special value to those who intend to teach in the public and rural schools. The course lays emphasis on the events of discovery, exploration and colonization, but particular stress is placed upon the events that pertain to the formation of the United States, the Civil War, the Reconstruction, and the present day conditions.

HISTORY VII—South Dakota History is taught for a period of six weeks, and is required of all candidates for the Normal School diploma.

HISTORY VIII AND IX—Other courses in history will be offered

as the occasion demands, but will be open only to such students as have already completed the regular course scheduled, or to those who wish history courses of a college grade.

CIVICS

Every voter should understand the machinery of political parties; the workings of government functions, local, state, and national; and also the civic problems of the day. The ethical phases of political problems should not be neglected. The future citizen should be taught the forms of patriotism in times of peace. He should be taught what is right and inspired to do the right. One semester's work in civics is required in the third year.

ECONOMICS

Today we are confronted by great economic problems that must be solved by the rising generation. The solution of these problems can not be left to the few. The welfare of the masses is at stake, and the masses must be prepared to act intelligently. It is, therefore, of the utmost importance that the teacher should be prepared to give sound instruction on the great fundamental problems of the production, distribution, exchange, and consumption of economic goods.

Three courses in Economics are offered: one for fourth year students, and two of college grade for post-graduates.

SOCIOLOGY

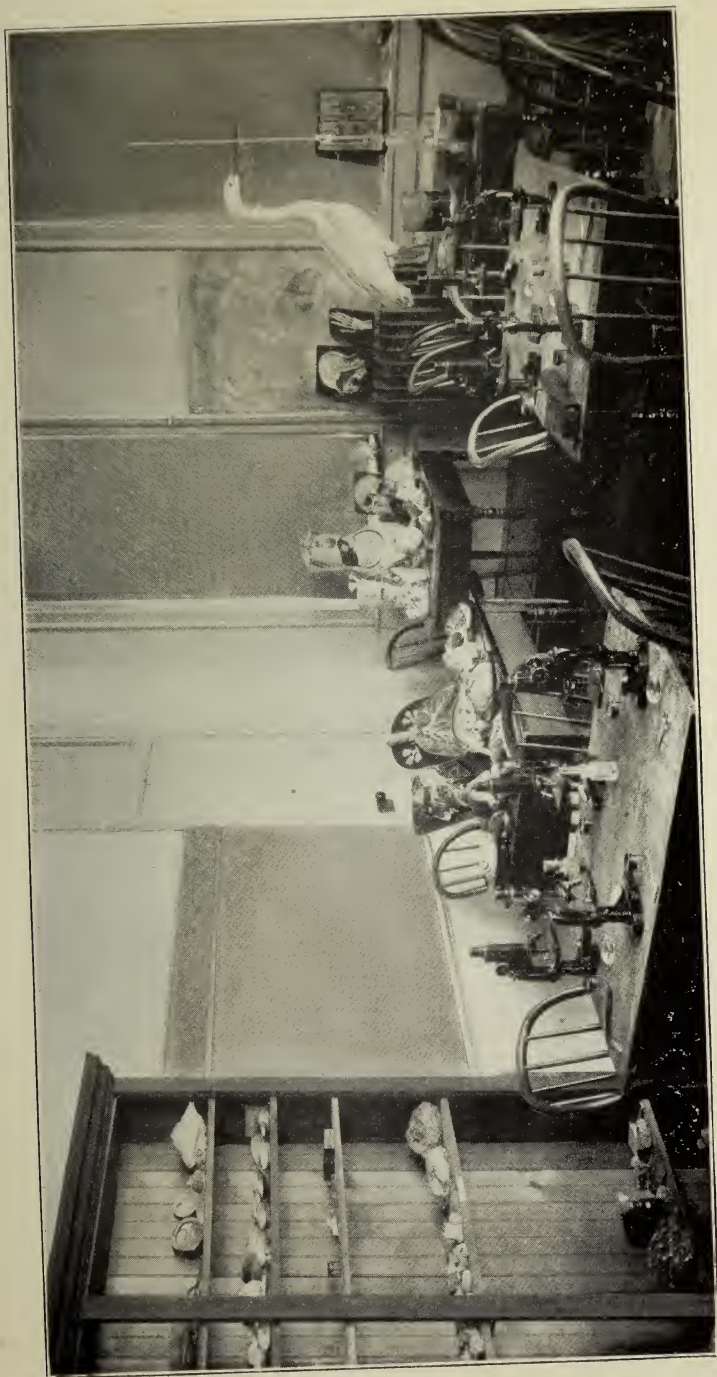
Sociology is that science which inquires into the general constitution of the social structure, seeking to outline its parts and their various uses; and that attempts to formulate laws governing the development of society in its manifold phases. Consequently it will be seen that sociology, while not destroying the total independence of the other social sciences, is for them in part a foundation on which to build.

From the facts of the historian and the records of the statistician, the sociologist has formulated the laws which pertain to an intelligent interpretation of the nature of society. It will be seen from the above brief outline what is the importance of the subject of sociology in the schools of higher education.

A course of one semester is given open to under-graduate students of the more advanced classes, and to students taking post-graduate courses. In this course some text-book, such as Fairbank's Introduction to Sociology or Ross' Foundations of Sociology, is used for class room recitation work, but is supplemented by considerable reference work.

ZOOLOGY

The work in this course begins with the study of some of the simpler and smaller animals. Living examples and prepared specimens are studied under the microscope, and lectures and reading supply infor-



BIOLOGICAL LABORATORY

matation which the student cannot secure at first hand. Somewhat larger and more complex animals are next studied, and the latter part of the winter is devoted to careful dissection of some of the most complex animals, the vertebrates. Throughout the course, the development, structure, life-history, and habits of the animals dissected are explained, either in the text-book or in lectures.

During the spring term, considerable time is devoted to the study of insects which do harm by spreading disease and destroying crops, and to birds which do good by destroying insects. Each member of the class is required to make a collection of insects and to learn to recognize some of the more common species of birds. The complete life-history of the frog and of one or more insects is studied during the spring.

The course is thus made practical by giving information of value to teachers, farmers, and others. The dissections, readings, and lectures also supply information, which is of value in the study of human physiology. However, the greatest value of the course lies in the training which the laboratory work gives to the student in habits of careful work and accurate observation.

The course continues an entire year. By doing additional work, it can be made a post-graduate course, for which credit will be given in college. Text: Linville and Kelley, Text-book in General Zoology.

BOTANY

This course is not intended as a supplement to zoology, but as an alternative choice. Students selecting the one course should not take the other. What has been said concerning the training afforded by the course in zoology in habits of accuracy and close observation, applies equally well to the study of botany.

The course begins with a study of the various parts of the plant, such as roots, leaves, seeds, and flowers. Specimens are examined and experiments are performed by the students to illustrate the various life-processes. Later on, typical plants are studied in greater detail, while the spring months are devoted to the classification of some of the more common flowers and to the study of the relations of plants to one another (ecology). Reading and lectures supplement the laboratory work.

The text used is Bergen's Essentials of Botany. The course continues throughout the year.

NATURE STUDY AND AGRICULTURE

Nature study and agriculture have been made a distinct course in many schools in recent years. For this reason, and to meet the requirements of those who desire some work in the biological sciences but cannot find time to devote an entire year to zoology or botany, this course in nature study is given for one semester. It is not designed to take

the place of either zoology or botany, yet it combines some of the subject-matter of both of these sciences.

Special emphasis is placed on the relation of plants and animals to man, and means of destroying noxious animals and protecting beneficial species are studied. The dependence of one species upon another and the habits and habitats of typical plants and animals are pointed out. Recitations and lectures are supplemented by excursions for the purpose of studying life-relations at first hand. The text-book is Hodge's *Nature Study and Life*.

PHYSIOLOGY

This course is arranged to be as practical as possible. The subject of anatomy is made subordinate to a clear understanding of physiology and hygiene. The latter subject receives in this course the attention which an awakening public conscience demands, and the practical questions of sanitation, ventilation, and the transmission of disease are treated very fully. Beginning with the cell, the foundation unit, the student is carried through the different stages of growth until he is shown how the body is built up and understands the workings and vital functions of the different systems and organs. The subject of foods is discussed at length, and the student is shown the importance of this subject in everyday life. Alcoholism is treated in all its aspects; the relation of alcoholic indulgence to other forms of intemperance is also explained. Demonstrations and experiments are designed to accompany all class work. A full year's work is included in this course, which is required of all students.

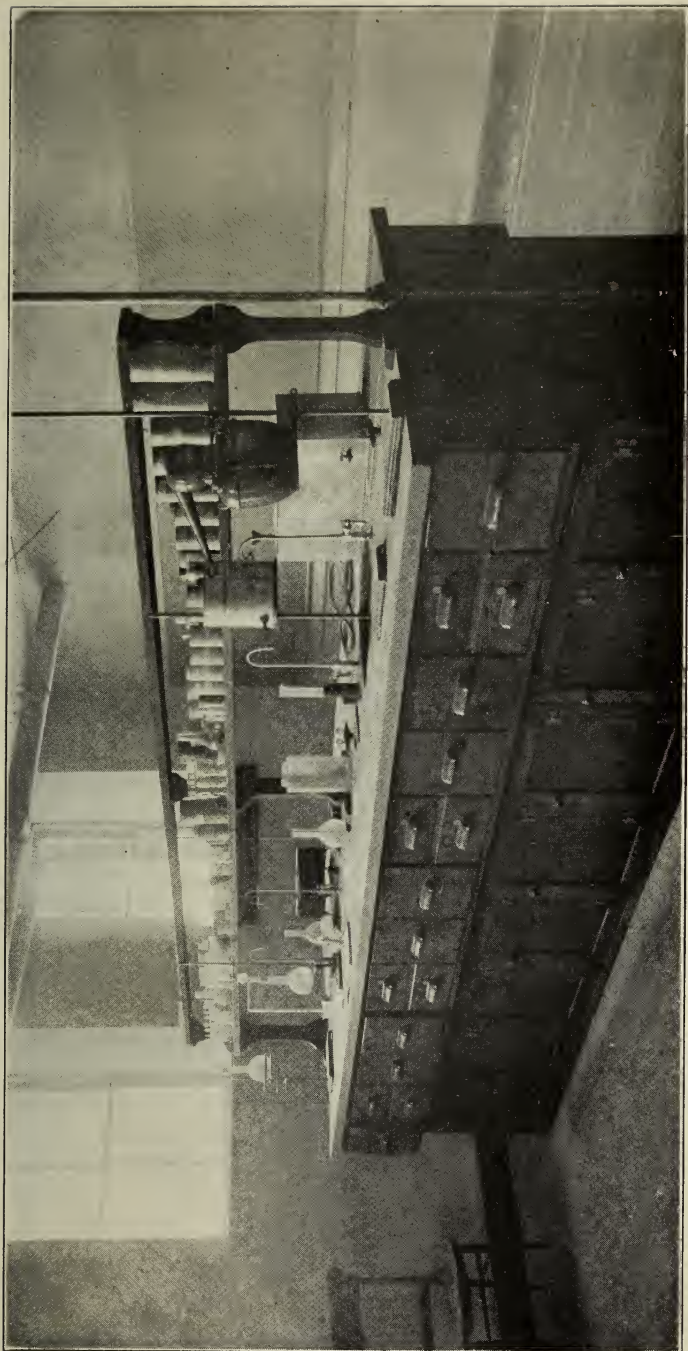
The text to be used in 1910-11 is *The Human Mechanism*, by Hough and Sedgwick.

PHYSICAL GEOGRAPHY AND GEOLOGY

This course presupposes a thorough knowledge of elementary geography. The work is planned to meet the requirements of the course of study in South Dakota, but since most text-books of physical geography are designed for a single semester's work, the second semester is devoted to geology. The course is continuous, however, and includes a consideration of the earth's place in the universe and discussions as to its form, size, and motions; the influences of external and internal energy in the great earth-processes of the past and present; methods of rock and soil formation and historical geology. Observations of the daily weather bulletins are made, and records kept, so as to impress the student with the practical nature of the work being done by the government. Efforts are also made to acquaint the student with the different rock formations of South Dakota and to impress upon his mind the importance of soil making in connection with agriculture. The text-book is supplemented by lectures and laboratory work, the course comprising one year's work.

The texts are Tarr's *New Physical Geography* and Norton's *Elements of Geology*.

CHEMICAL LABORATORY



PHYSICS

The apparatus for physics has been selected with special reference to the needs of normal school students. All the fundamental principles of the science are investigated experimentally, and the class is given frequent practical tests in the solution of problems. The intimate relation of physics and mathematics is kept prominent, and the student receives great benefit from constant practice in weighing and measuring, and solving problems based upon the results of the observations. Text: Carhart and Chute.

CHEMISTRY

This course is designed for beginners, and serves as a general introduction to chemical methods and operations. It includes a systematic study of the laws of chemical combination, the properties, preparation and compounds of the non-metallic elements, followed by a similar study of the metallic elements. Special attention is paid to chemistry in its application to agriculture, physiology, and everyday life, and includes laboratory and experimental work and recitations. Text: Brownlee's First Principles of Chemistry.

ASTRONOMY

The subject is taught largely from a text-book, such as Todd's New Astronomy. Observation work consists of a careful study of the constellations. The location of the important great circles is traced among the stars, and observations are taken to determine the movements of the planets.

MANUAL TRAINING

Manual Training, from the educational point of view, justly deserves the increasing popularity and growth which it is enjoying in the school-system of our country.

The various courses develop the power to observe accurately, and to represent correctly that which is known; hence they furnish an unusual means of self-expression to the individual.

Manual Training develops an appreciation for the artistic in design, construction, and finish. It makes necessary the formation of such helpful habits as industry, accuracy in observing and representing, neatness, and concentration of mind; hence adds very greatly to the power of the individual, no matter along what line his energies may be directed. In short, it has a broadening effect upon the individual, which is a valuable asset to him, no matter what course he may pursue in school, or what his occupation may be in life.

The courses given are presented with the emphasis placed upon the educational value to be derived from them. Nevertheless, from the economic standpoint, the knowledge of tools and their uses, together with

the power to plan and execute the various pieces, is of great value to the student.

Some of the articles constructed by the students have a commercial value of many times the cost of material which is all that the student pays to the department for the pieces that he constructs.

The first year's work acquaints the student with the principles of mechanical drawing, with the care and use of the ordinary tools, and with the simplest joints and constructions.

The second year's work is a course in advanced joinery and construction work, in which the uses of all the ordinary joints are taught; also a somewhat extended study of woods and their adaptability to constructive uses is made, and considerable attention is given to the finishing of woods.

In the third year advanced joinery, including the theory of Manual Training, and the construction of sets of models suitable to the last five grades in the public school, is given.

In place of the second or third year's work, may be elected wood carving, or wood turning, together with a study of decorative and constructive design.

The articles constructed in the shops become the property of the student at the end of the year.

BUSINESS COURSES

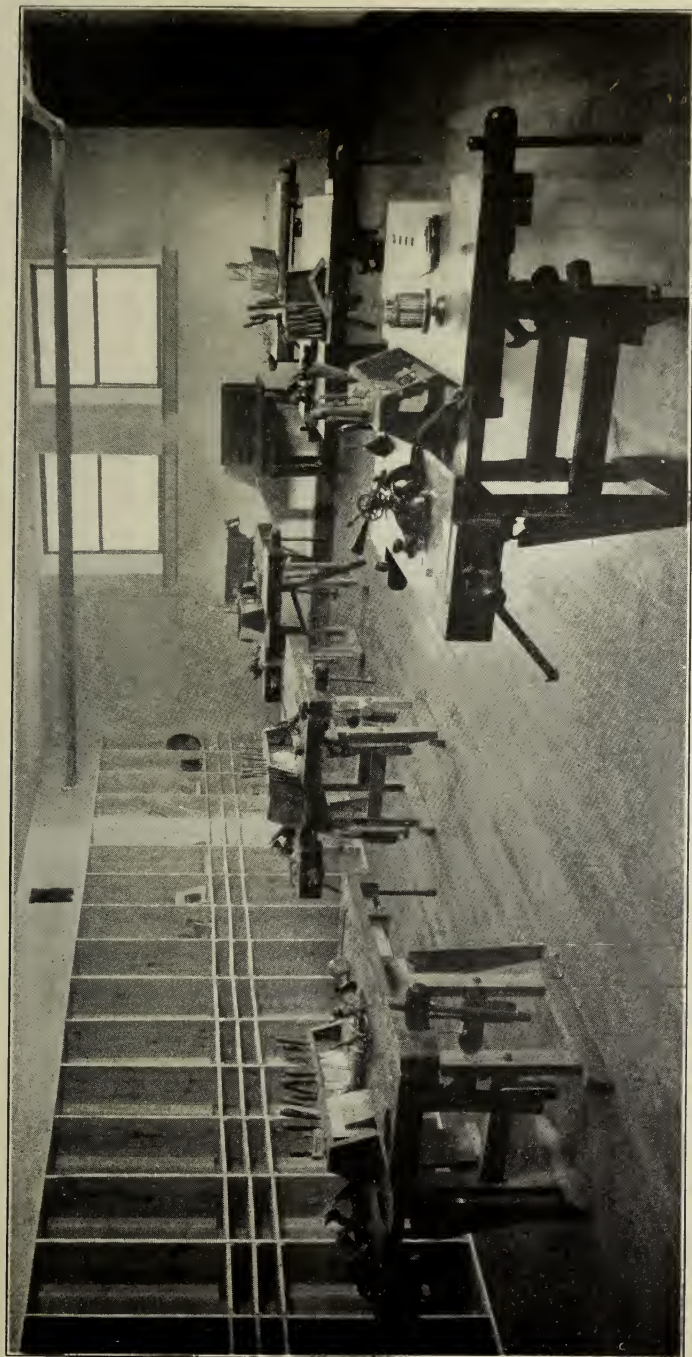
The object of this department is two-fold. It gives to those who may wish to engage in business pursuits an opportunity to fit themselves in a practical manner, and it affords to others an opportunity to take some work in the business courses together with literary studies.

BOOKKEEPING—The student is taught the elements of bookkeeping, and, at the same time, he is given a set of books to work up. The student gets the same experience as he would in real business so far as it is possible in a school. Texts: Goodyear-Marshall's.

BUSINESS ARITHMETIC—Only the most practical methods are used in teaching this subject. It is the aim to make the student proficient in rapid calculation and short methods.

PENMANSHIP—A plain business hand is taught, aiming at neatness and legibility.

SHORTHAND AND TYPEWRITING—In this course students are prepared for office work or teaching. The touch typewriting system is taught, and only standard machines are used, such as the L. C. Smith and the Oliver. Texts: Gregg Shorthand; Felch's Typewriting Manual.



MANUAL TRAINING SHOP

MUSIC

An elementary course in musical notation, sight reading, and class singing is provided for beginners, and a more advanced course for those whose knowledge of music is sufficient to enable them to pursue it with profit.

VOCAL MUSIC—In vocal music the requirements for a diploma are a study of vocalises and etudes by Nava, Concone, Garcia, Marchesi and Bordogni, supplemented by selections from opera and oratorios. The course should occupy about three years. Skill in sight reading, and at least two years' study of piano will be necessary as preparation for the work in vocal music.

PIANOFORTE—Along with the first lessons especial attention is given to the position of the hands and fingers. To meet such requirements and demands as confront the piano student, the playing of various technical exercises is strongly emphasized throughout the course, in order to give control of the muscles in the fingers, hands, and arms, making them responsive to the commands of the will.

Grade I.

For beginners an instruction book devised by the Boston Conservatory of Music is used.

Gurlitt, Op. 83.

Streabbog, Op. 63-64.

Burgmueller, Op. 100.

Duvernoy, Op. 120.

Gurlitt, Op. 101.

Doering, Op. 8.

Easy pieces by good composers.

Grade II.

LeCouppey, Op. 20.

Bertini, Op. 100.

Heller, Op. 125.

LeCouppey, Op. 26.

Lemoine, Op. 37.

Bertini, Op. 29.

Heller, Op. 47.

Sonatinas by Clementi, Kuhlau and others.

Various pieces are supplemented for the musical development of the piano student.

Grade III.

Heller, Op. 46.

Bertini, Op. 32.

Czerny's studies for the left hand, Op. 718.

Berens, Op. 61, book 1.

Concone Etudes, Op. 30.

Czerney's velocity studies, Op. 299, book 1.

Kullak octave studies.

Heller, Op. 45.

Bach two part inventions.

Sonatas by Haydn, and Mozart. Pieces by Raff, Schumann, MacDowell, Boehm and others.

Grade IV.

Jensen, studies, Op. 32.

Berens, Op. 61, book II.

Czerney's velocity studies, Op. 299, book II.

Bach, three part inventions.

Krause, trill studies.

Pieces by MacDowell, Chopin, Schumann, Rubenstein, and others.

Candidates for graduation in instrumental music must, in addition to the studies in the regular course, have completed a course of musical theory, including musical history.

The time for graduation cannot be fixed by the number of years of study, or even by going through the sets of studies. If the student does not gain the requisite fluency and capacity, additional studies must be pursued, or a longer term of years spent in development. All students are required to take part in recitals and concerts prescribed by the head of the department. These are not occasions for display but a means of discipline in musical training.

VIOLIN MUSIC—The methods used in violin instruction are a combination of those in use in the Berlin and Prague schools. By means of a thorough course in technique and ear-training the pupil is led to realize the artistic possibilities of the violin. Purity of intonation is insisted upon while variety in bowing is regarded as essential to the true expression of musical ideas.

Methods and studies by De Beriot, Hohmann, Hermann, Kayser, Kreutzer, and Fiorilli are used, and suitable selections of pieces from Sitt, Dancla, Hollaender, Singelee, Pierne, Wieniawski, and, for the more advanced, concertos by Rode, Viotti, Spohr, etc.

Advantages are offered in ensemble playing. Duets and trios are arranged for the pupils' advancement.

NORMAL ORCHESTRA AND CHORAL SOCIETY—The Normal orchestra gives students an opportunity for sight reading and developing a broad style of playing. The Choral Society is under the direction of the head of the department. Students of the Normal School are eligible, after examination, free of charge.

FEES—A fee of \$5.00 per term of 20 half-hour lessons is charged for instruction on the piano, and \$7.00 per term for private vocal or violin lessons, payable in advance. As these fees are but nominal, lessons missed by the pupil cannot be given later by the teacher.



VIEWS AT SPRINGFIELD

List of Graduates and Students

GRADUATES

1899

Josephine M. Bloom	Chicago, Ill.
Nettie Jane Bridgman	Sheldon, Iowa
Ira Stanton Burnett	Armour
Merton D. F. Eastley	Presho
Emma Webster Hill	Cottonwood
Howard Joseph Hill	Monroe, Neb.
Walter Cheney Macy	San Francisco, Cal.
Catherine Julia Muller	Minneapolis, Minn.
Gerald Emile Muller	Tyndall
Walter Michael Quinn, M. D.	Zeeland, N. D.
Cora Adelia (Taff) Flood	Waterbury, Neb.
Cora Blanche (Wood) Allen	Springfield

1900

Ned Henry Benedict	Philip
Bertha Hope Benson	Philip
Max Lee Bridgman	Springfield
Mabel Jane (Bussey) Barber	Chicago, Ill.
Mary Helene (Flack) Hill	Monroe, Neb.
Charles Monroe Keeling, M. D.	Springfield
Julia Altha (Marvin) Geeting	Spencer, Iowa
Ella Griffin (McAuley) Stilwell	Tyndall
Bessie Louise Mead	Seattle, Wash.
Amaret Aileen (Morrison) Giltner	Fessenden, N. D.
Charlotte Jestina (Radway) Smith	Philip
Roy George Stevens, M. D.	Sioux Falls
Cora Elizabeth Trumbo	Lyman
Marie Alberta (Voy) Hoard	Sioux City, Iowa
Florence Edna Young	Springfield

1901

Malissi Allen	Pierre
Edna Susan (Benedict) Miller	Springfield
Ben Harrison Bridgman	Top Bar
Edith Adelia Bridgman	Perkins
Anna Margaret Brown	Chamberlain
Noda Agnes Brown	Woonsocket
Arthur Eastley	Wetashkiwin, Alberta, Canada

Zoa May (Flavin) King	Dallas Center, Iowa
Elizabeth Cumming (Macy) Burnett	Armour
Anna Loretta Martin	Running Water
Maude Ethel (Marchant) Muller	Tyndall
Rosina Edna (McDonald) Plumb	Grand Junction, Colo.
Mary Alice Owens	Yankton
Effie Belle (Radway) Bridgman	Top Bar

1902

Eliza Maud Bussey	Tyndall
William Arthur Bussey	Tyndall
Erle Francis Craig	Greenwood
Robert Holland Frazee, A. B.	Seattle, Wash.
Lynden Miller Greene	Springfield
Susan May Harrison	New England, N. D.
Charles Lawrence Hill	Philip
Helena Estella (Jones) Nelson	Tyndall
James Burdette Kelsey	Lethbridge, Alberta, Canada
Bessie Amelia (Monfore) Dempster	Springfield
Grace Edna Morrison	Perkins
Grace Luvina (McCollum) Page	Luther, Iowa
John Francis Quinn	Hosmer
Clara Emeline Searles	Cottonwood
Anna Henrietta (Stephens) Hall	Philip
Ralph Van Wood	San Francisco, Cal.

1903

Nina Muriel Campbell	Wagner
Florence Lorena (Gardner) James	Bonilla
Jessie Belle Gardner	Springfield
Rosa Emma (Patten) Sells	Avon
Mabel Clare Smith	Springfield
Glen Eugene Sunderlin	Geddes

1904

Rachel Viola Abbott	Sioux City, Iowa
Myrtle Ida (Best) Ray	Armour
Grace Emilie Cannam	Gayville
Jennie Mary (Chatfield) Casson	Perkins
Valucia Violant (Curtis) Langsworthy	Kemmerer, Wyo.
Bessie Pearl (Hain) Cooper	Bonilla
Lavina Jane Hamilton	Olivet
Ida Mary Hildreth	Denver, Colo.
James Ignatius Keenan	O'Neill, Neb.
Christine Bridget Kelly	Iona
Hannah Theodora Knapp	Sioux City, Iowa
Alberta America Monfore	Springfield
Cynthia Belle Orr	Meckling

Robert Joseph Quinn Springfield
 Susie Edwina Wood Springfield

1905

John Raymond Babb Chicago, Ill.
 Erving Elmer Baldridge Northville
 Emma Benesh Platte
 Hawley Franklin Colgrove Los Angeles, Cal.
 Ida Melvina Cooper Capa
 Fred Eugene Dawes Springfield
 Charlotte Josephine (Dempster) Walsh Owanka
 Francis Joseph Farley Beresford
 Fred Ray Hildreth Denver, Colo.
 Helen Hunt Hill Cottonwood
 Wilbur Arthur Hitchcock Laramie, Wyo.
 Mary Ann Hughes Tyndall
 Era R. (Keeling) Kirby Omaha
 Sadie Helen Lee Avon
 Orpha Mildred Pegley Springfield
 Irene Veronica Quinn Parkston
 Berenice Esther (Walker) Woodburn Canton
 Eva Josephine Wilson Sioux Falls

1906

Debra Elizabeth (Biggins) Quinn Zeeland, N. D.
 Joseph Heinrich Boese Adams, Mont.
 Orilla Mae Cannam Fairfax
 Gertrude Cora (Colburn) Swayne Springfield
 Ella Mary (Foley) Janda Wagner
 Helen Margaret Frazee Seattle
 Ada Agnes Greene Tripp
 Mabel Irene Hildreth Denver, Colo.
 Edna Ammala Johnson Gayville
 Lane Esther Joslyn Platte
 Robert Perry Pegley Springfield
 Cora (Spurrell) Guptill Springfield
 Claribel Marie Stanley Vivian
 Mary Edith Stevens Springfield
 Frank Edmund Tupper Running Water
 Mary Elizabeth Wagner Perkins
 Charlotte Ruth Walker Philip
 Lorenzo Clisby Wicks Springfield
 Margaret Jane (Williams) Morrison Springfield
 Alice Mabel Wood Redfield

1907

Mona (Bossingham) Monfore Dallas
 Kate Eulalia Donnelly Running Water

Josephine Jones	Springfield
Alta Belle Melick	Springfield
Margaret Martha Murphy	Tyndall
Helga Sletvold	Platte
Harold Leroy Trowbridge	Springfield

1908

George Arthur Boschma	Perkins
John Henry Hofeldt	Santee, Neb.
James Kirk, Jr.	Perkins
Mary Kirk	Perkins
Susan Bereniece Leach	Seattle, Wash.
Fred Harold Monfore	Springfield
Minnie Louise (Monfore) Campbell	Springfield
Frank Mead Snow	Springfield
Rachel Cynthia Stephens	Mitchell
Charles C. Thomas	Perkins
Richard Thomas	Perkins

1909

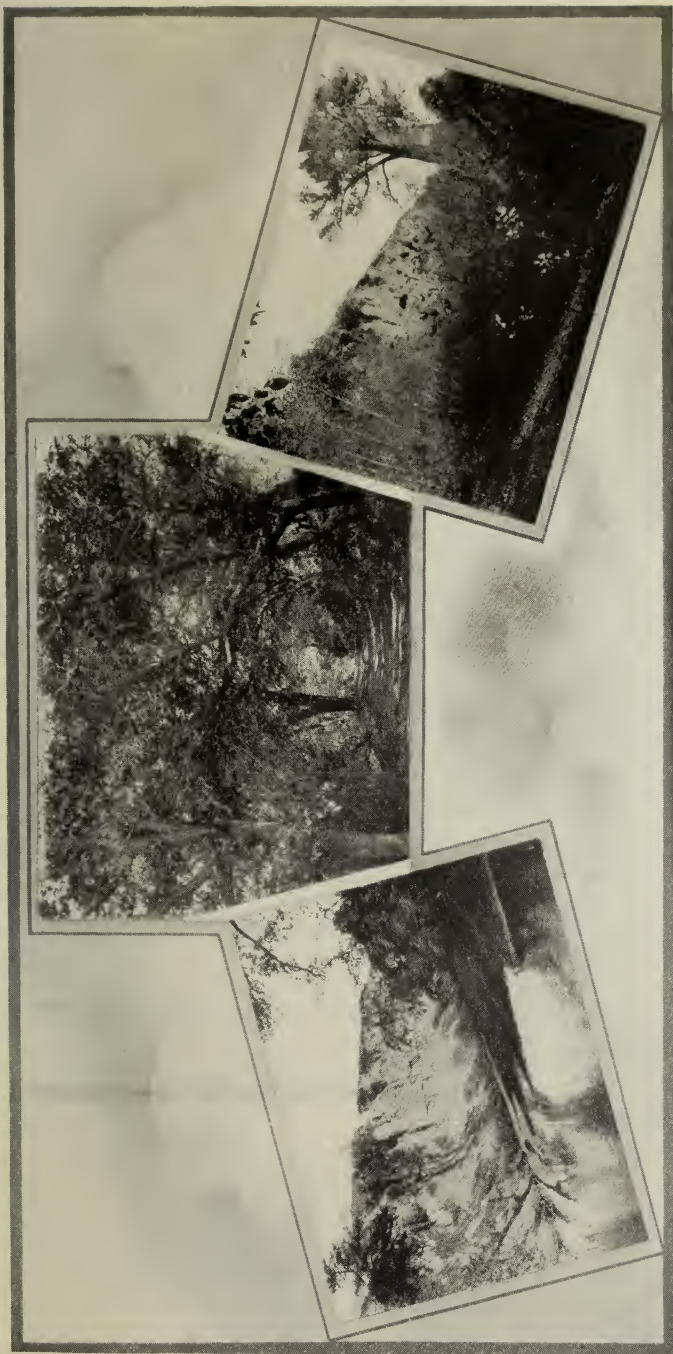
Leona Hartman	Running Water
Marie Matilda Holter	Platte
Maude Lucy Hoopes	Gayville
Oran J. House	Greenwood
Esther Bard Jaquays	Springfield
Margaret Roberta Jaquays	Springfield
Ruby Lillian Mills.....	Springfield
Edna Dare Pierce	Cottonwood
Myra H. Renshaw	Gregory
Esther May Shaver	Springfield
Eva Merriman Slasor	Springfield
Winifred Bell Williams	Springfield

Post-Graduates, 1909

Joseph Heinrich Boese	Adams, Mont.
Francis Joseph Farley	Beresford

GRADUATES IN MUSIC

Anna Henrietta (Stephens) Hall, '02.
Robert Holland Frazee, '02.
Alberta America Monfore, '03.
Valucia Violant Curtis, '04.
Gertrude (Colburn) Swayne, '05.
Helen Hunt Hill, '05.
Era R. (Keeling) Kirby, '05.
Irene Veronica Quinn, '06.
Helen Margaret Frazee, '07.
Harriet Lois Kelsey, '08.
Floy Homan Trowbridge, '09.



VIEWS AT SPRINGFIELD

STUDENTS IN ATTENDANCE DURING THE YEAR 1909-10

POST-GRADUATES

Leona Hartman	Running Water
John Henry Hofeldt	Santee, Neb.
Ruby Lillian Mills	Springfield

FIFTH YEAR

Benjamin Abraham Boese	Perkins
Valesca Olga Dodte	Neillsville, Wis.
Robert Blaine Dryden	Yankton
Harriet Lois Kelsey	Springfield
Hazel Libbie Kirk	Springfield
Ruth Vieda Monfore	Springfield
Amy Alice Myron	Vermillion
Edith Belle Starks	Mitchell
Benjamin Heinrich Unruh	Avon
Nina Marie Wagner	Perkins
Alice Henrietta Wolff	Lennox

FOURTH YEAR

Belinda Mulvina Campbell	Springfield
Gertrude Dykstra	Running Water
Gilbert Garver Fites	Yankton
Clyde Roselle Gilmore	Lennox
Anna Freyda Gretschnann	Springfield
Leita Hill	Perkins
George Ervin Morrison	Springfield
Harriet Lydia Pegley	Springfield
Ida Spurrell	Springfield
Mabel E. Tupper	Running Water
Carola Helene von Brauchitsch	Volin
Myrtle Ruth Young	Springfield

THIRD YEAR

Martha Benesh	Tyndall
Cordelia Colburn	Springfield
Ora Beryl Elfes	Lamro
Maude M. Hartman	Running Water
Dorothy Kibble	Springfield
Louise Kirk	Perkins
Hazel Belle Lawson	Santee, Neb.
Aurelia Ruth Morrison	Springfield
Charles Christopher Pegley	Springfield
Hazel Rebecca Richmond	Springfield
Floy Homan Trowbridge	Springfield
Mary Josephine Turnbull	Tyndall

Elizabeth Ann Williams	Springfield
Beulah Frances Younglove	Stamford

SECOND YEAR

Maurice Putnam Babcock	Springfield
Josephine Benesh	Tyndall
Fred Biittler	Bon Homme
John Biittler	Bon Homme
William Biittler	Bon Homme
Paul H. Brill	Tyndall
Mary Genevieve Cassidy	Tyndall
Gladys Lucile DeWitt	Springfield
Vaclav Ferdinand Houda	Prague, Bohemia
Eldah Gladys Lumm	Bon Homme
Laura Jensine Peterson	Volin
Mary Emily B. Schneider	Springfield
William Lewis M. Schneider	Springfield
Agnes Mable Shaver	Springfield
Clifford Riley Slasor	Springfield
Edith Slasor	Springfield
Ethel Jane Slater	Bon Homme
Belle Stoddard	Springfield
Myrtle May Taff	Springfield
Sampson C. Thomas	Perkins
Emma Catherine Thomson	Platte
Grace Catherine Tupper	Running Water
John Van Haitsma	Springfield
Hazel Mawhinney Wilson	Wheeler
Jay Allen York	Tulare
Ralph Mortiboy York	Tulare
Lottie Lavina Young	Springfield

FIRST YEAR

Ida Bakker	Perkins
Clara Henrietta Becker	Lake Andes
Julia Olive Benedict	Springfield
Ella Anna Benesh	Tyndall
Emil Ephraim Berndt	Avon
Alma Elizabeth Brown	Springfield
Addie Maude Carpenter	Wagner
Catherine Agnes Cassidy	Tyndall
James Wallace Cooper	Springfield
Ray Cunningham	Springfield
Herbert Herman Dierenfield	Ponca, Neb.
Josephine Ella Drha	Springfield
Emma Belle Gee	Cottonwood, Minn.
Nina Fern Gilmore	Lennox
Gertrude Enora Hanlon	Springfield

Albert John Hennies	Running Water
Edwin Niles Hitchcock	Springfield
Ray William Holmes	Santee, Neb.
Louise Emelia Holter	Platte
Henry Cornelius Hubregste	Perkins
Betsey Christina Johnson	Perkins
Nancy Emily Jones	Springfield
Dora Mae Kerr	Running Water
Frank Percival Kibble	Springfield
Katherine Landon	Bon Homme
Arthur Leslie Lawson	Santee, Neb.
Harry Maarsingh	Springfield
Amer Allison McCollum	Running Water
Laura Ann McKellips	Lake Andes
George Edward Merson	Springfield
Addie Lucile Mills	Springfield
John Lewellyn Morrison	Springfield
Dora Catherine Peters	Avon
Martha Solsman	Marco, Ind.
Myrtle Victoria Sorenson	Perkins
Rudolph James Sorenson	Perkins
Elmer James Spurrell	Springfield
Joseph Bonsall Stevens	Springfield
Clara Amanda Stockholm	Lesterville
Blanche Ardel Thomas	Avon
Alma Susana Thompson	Running Water
Ada Lavina Watwood	Tyndall
Laura Alma Watwood	Tyndall
George Cornell Wicks	Springfield
William Edward Williams	Springfield
Edwin Dwight Wood	Springfield
Asher William Young	Wheeler

SPECIAL

Herbine Channing Collins	Platte
Walter Ernest Exon	Wheeler
James Edward Foley	Tyndall
Karl William Gretschrann	Springfield
Ernest Cornelius Hornstra	Perkins
Irene Sophie Hunter	Lake Andes
Jens Nissen Junker	Gayville
Minnie Mathia Junker	Gayville
Julius Christian Kayser	Waterbury
John Lako	Zuidzande, Netherlands
Katherine Agatha Manley	Fedora
Lydia Pearl Mattis	Wagner
Helen Laurretta Minahan	Geddes

Maria Magdalene von Brauchitsch Volin
 William Floyd Walpole Springfield

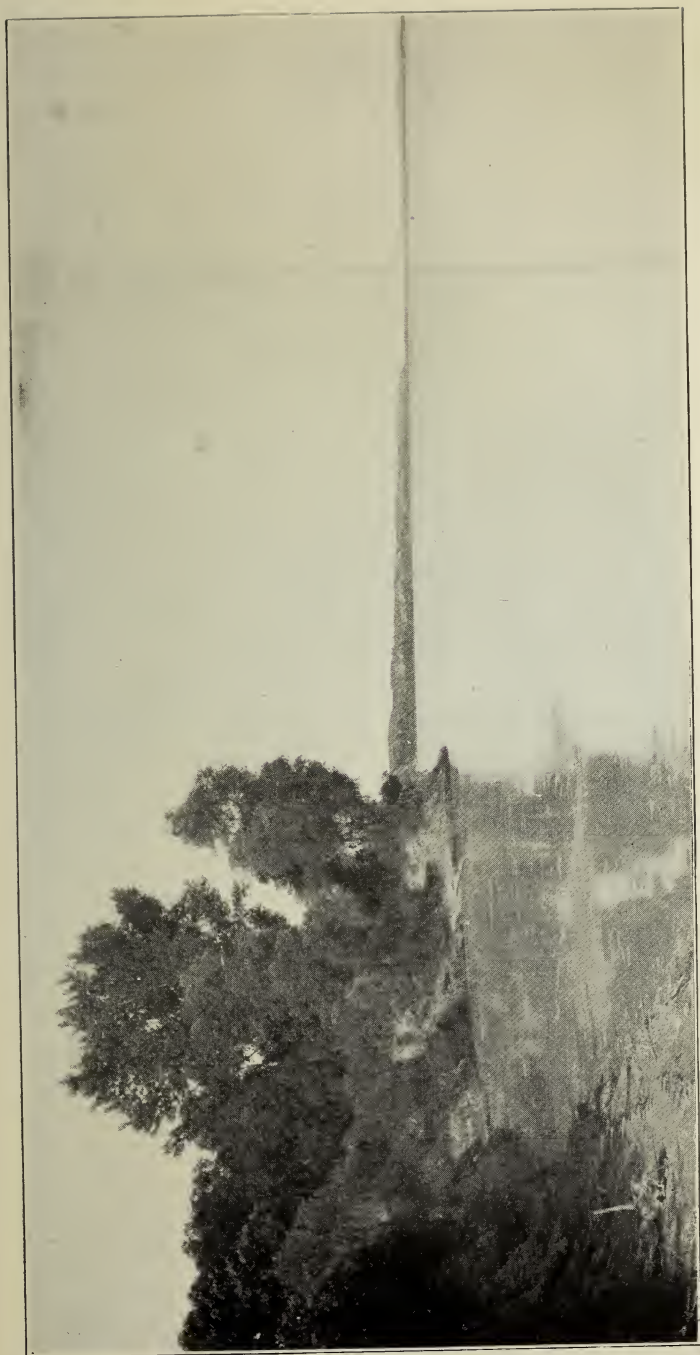
SPECIAL TWO WEEKS' AGRICULTURE

Maurice Putnam Babcock	Harry Maarsingh
Martha Benesh	Ruth Vieda Monfore
Benjamin Abraham Boese	George Ervin Morrison
Belinda Mulvina Campbell	Aurelia Ruth Morrison
Mary Genevieve Cassidy	Amy Alice Myron
Valesca Olga Dodde	Harriet Lydia Pegley
Earl Dryden	Laura Jensine Peterson
Gertrude Dykstra	Mary Emily B. Schneider
Gilbert Garver Fites	Agnes Mable Shaver
James Edward Foley	Ethel Jane Slater
Emma Belle Gee	Elmer James Spurrell
Anna Freyda Gretschnann	Ida Spurrell
Leona Hartman	Edith Belle Starks
John Henry Hofeldt	Joseph Bonsall Stevens
Louise Emelia Holter	Floy Homan Trowbridge
Vaclav Ferdinand Houda	Mabel E. Tupper
Betsey Christina Johnson	Mary Josephine Turnoull
Nancy Emily Jones	Benjamin Heinrich Unruh
Jens Nissen Junker	Maria Magdalene von
Julius Christian Kayser	Brauchitsch
Harriet Lois Kelsey	Elizabeth Ann Williams
Louise Elizabeth Kirk	Alice Henrietta Wolff
John Lako	Jay Allen York
Eldah Gladys Lumm	

MUSIC STUDENTS

Piano

Jennie Arenschield	Anna Freyda Gretschnann
Ella Benesh	Esther Gretschnann
Josephine Benesh	Ruth Gretschnann
Martha Benesh	Maude M. Hartman
Alma Elizabeth Brown	Clare Holleman
Addie Maud Carpenter	Mrs. Winifred Holleman
Cordelia Colburn	Irene Sophie Hunter
Gladys Lucile DeWitt	Betsey Christina Johnson
Gertrude Dykstra	Minnie Mathia Junker
Clyde Roselle Gilmore	Jens Nissen Junker
Hazel Gilmore	Frank W. Kelsey
Nina Fern Gilmore	Eldah Gladys Lumm



MISSOURI RIVER AT SPRINGFIELD

Ruth E. Meberg
 Lyle Melick
 Addie Lucile Mills
 Charles Christopher Pegley
 Ida Spurrell
 Blanche Ardel Thomas
 Sampson C. Thomas
 Alma Susana Thompson
 Emma Catherine Thomson
 Benjamin Heinrich Unruh

Carola Helene von
 Brauchitsch
 Maria Magdalene von
 Brauchitsch
 Ada Lavina Watwood
 Myra Roxy Wenzlaff
 Wilbur Gustav Wenzlaff
 Alice Henrietta Wolff
 Jay Allen York
 Beulah Frances Younglove

Violin

Maurice Putnam Babcock
 William Biittler
 Edward Brown
 Ernest Cornelius Hornstra
 Margaret Roberta Jaquays
 Jens Nissen Junker

Margaret Kirk
 Katherine A. Manley
 Dora Catherine Peters
 Clifford Riley Slasor
 William Floyd Walpole
 Lorenzo Clisby Wicks

Vocal

Valesca Olga Dodte
 Anna Gretschemann
 Vaclav Houda
 Oran J. House
 Harry Maarsingh
 Amy Alice Myron

Laura Jensine Peterson
 Edith Belle Starks
 Maria Magdalene von
 Brauchitsch
 Alice Henrietta Wolff

PUPILS OF TRAINING DEPARTMENT

Eighth Grade

Jennie Arenschield
 Virginia Babb
 Erma Brown
 Genevieve Coate
 Adelia Dawes
 Gladys Drew
 Mary Guptill
 Weaver Guptill
 Lassara Hartman
 Samuel Hitchcock
 Clare Holleman
 Frank Kelsey
 Gladys Kibble
 Ivan McCollum
 Harry Mead
 Elma Melick

Edward Michel
 Thomas Michel
 Millicent Monfore
 Ethel Ovens
 Beatrice Noble
 Joseph Schneider
 Sylva Slasor
 Hazel Stanley
 Myrtle Stanley
 Kenneth Tilton
 Lewis Turner
 Carl Wallace
 Myra Roxy Wenzlaff
 Madge Whiting
 May Wolfe
 Nellie Young

Seventh Grade

Edward Brown	Clara Spohn
Blanche DeMelt	Elsie Stigney
Francis Dewitt	Emma Taff
Josephine Doehler	Matilda Tarleton
Izetta Drew	Howard Wagner
Gertrude Halsey	Clara Wallace
Carrie Hitchcock	Robert Walpole
Arthur Kibble	Marion Watwood
Paul Schneider	Clifford Warrington
Violet Schneider	Martha Warrington
Almond Schneller	Raymond Young
Elsie Slasor	

Sixth Grade

Mamie Adamson	Cecelia Michel
Chester Bowman	Hartzell Mills
Anna Drha	Percy Noble
Anna Fryda	William Poelstra
Leona Gilliotte	Otto Slasor
Esther Gretschemann	Velma Slasor
Ruth Gretschemann	Chester Truesdell
Lorna Guptill	Wilbur Gustav Wenzlaff
Clarence Halsey	Albert Wicks
Richard Kibble	Hester Wolfe
John McCarthy	Elmer Zelenka
Katie McCollum	

Fifth Grade

Della Coate	Hazel Mills
Leta Crockett	Howland Monfore
Mary Cummins	Myrtle Noble
Carlton DeMelt	Bertrand Rockwood
Raymond Doehler	Frances Slasor
Maud Gillispie	Mabel Stanley
Bennie Guptill	Hirley Stigney
Samuel Henderson	Marion Tarleton
Anna Hinek	Percy Tilton
Mildred Michel	

Fourth Grade

Bernice Aney	Dale Gilliotte
Ward Brown	William Hanlon
Melvin Crofutt	George Henderson
Rachel Cummings	Alfred Johnson
Charlotte Dawes	Ethel Kibble
Bertha Fryda	Erwin Kibble
James Fryda	George Kibble

James Kirk
 Clifford McCollum
 Clarice Monfore
 Howard Noble
 Maza Palmer
 Peter Poelstra

Edna Schneider
 Floyd Slasor
 George Taff
 Gertrude Van Haitsma
 Mary Young

Third Grade

Floyd Bell
 Bernice Brown
 Sidney Guptill
 Lester Hanlon
 Grace Hartman
 William Hill
 Clara Keegan
 Ervin Markley
 Herman Oldencamp
 Lena Oldencamp

Grace Schneider
 Violet Schneller
 Viola Snowden
 Floyd Spohn
 Diana Tarleton
 Doris Tilton
 Harriet Walpole
 Eva Warrington
 George Warrington
 Frances Van Haitsma

Second Grade

Irene Bailey
 True Bell
 Iris Coate
 Harry Crofutt
 Anna Cunningham
 Platt Halsey
 Blanche Haney
 Roy Hanlon
 Leona Henderson

Irene Johnson
 Charles Michel
 Harry Palmer
 Austin Slasor
 Harold Smalley
 Alice Snowden
 Georgia Thomas
 Beulah Tilton
 Floyd Williamson

First Grade

Onalee Aney
 Ralph Borrison
 Fanny Crofutt
 Marion Duguid
 Nadene Halsey
 Clio Henderson
 Harold Kirk
 Maurice McCollum

Marion McLaughlin
 Bryson Monfore
 Samuel Oldencamp
 Hattie Palmer
 Esther Schinkle
 Wallace Slasor
 Archie Stigney

Beginning Grade

Forrest Bailey
 Clifford Bell
 Elmer Bell
 Lizzie Bierenbaum
 Stella Black
 John Bobeldyk
 Arnold Brown
 Harold Brown

Vera Brown
 Goldie Coate
 Mary Crofutt
 Newell Crofutt
 Loretta DeLong
 Eleanor Duguid
 Celia Johnson
 Owen Loudon

Henrietta Michel
Gladys Noble
Bonny Palmer
Harold Schneller

Robert Tarleton
John Watwood
Emma Weygint
Eva Weygint

SUMMARY OF ATTENDANCE

Normal

Post-graduate students	3
Fifth year students	11
Fourth year students	12
Third year students	14
Second year students	27
First year students	47
Special students	15
Special two weeks' agriculture students	46

Music

Special piano students	42
Special violin students	12
Special vocal students	10

Model School

Eighth grade pupils	32
Seventh grade pupils	23
Sixth grade pupils	23
Fifth grade pupils	19
Fourth grade pupils	25
Third grade pupils	20
Second grade pupils	18
First grade pupils	15
Beginners	24

Counted twice	102
Net Total	336

Total	438
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